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THE ELEMENTARY SCHOOL TEACHER

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A SOCIAL SCIENCE OUTLINE—THE POINT OF VIEW

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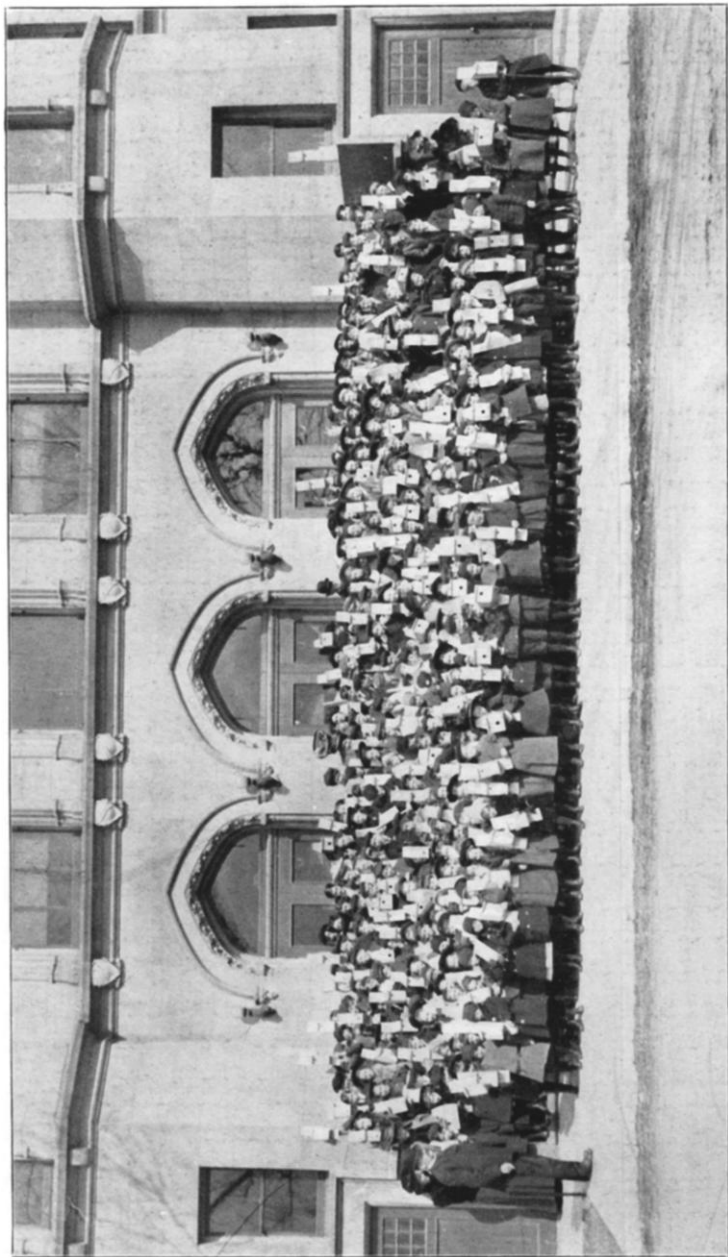
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History is a study of the stream of intellect and emotion flowing through the past and shaping itself in the institutional life of the people, social, industrial, political, religious. It traces the causes of these institutions—their formation, *transformation*, and *reformation*. It deals essentially with the past, what man was as a fit background for an appreciation of what man is.

The student of history sees this stream, continuous, ever-varying, ever-broadening, ever-shaping itself anew, as it flows from the ancient civilizations of the Orient, through Greece and Rome, through Latin and Anglo-Saxon Europe, and finally culminating in democracy's latest hope, the Republic of North America. This is the philosophic aim and purpose of history.

Social science aims to utilize all that is vital in this organization of history, and to project it forward. It assumes that man can be understood as he is only when there is an intelligent appreciation of what man would be. *What is*, is transient. The abiding thing is *the ought to be*: the permanent thing, *the law of change*.

Social science is essentially the study of the present *in the process of becoming*. It links the future with the past, and makes intelligible the purpose divine that molds and shapes the institutional life of man. It is the study of the individual in his group-relations—the interdependence, the community of interests, the common hopes, aims, aspirations. Professor Horne says: "As



BIRD BOXES FOR THE CITY PARKS, MADE BY THE UNIVERSITY ELEMENTARY SCHOOL

the child merges from boyhood to manhood, the brook of promise must empty itself in the river of service."

Social science must therefore include a study of what we, the social group, are doing and whither we are tending. The organization of a social group in terms of effective, progressive service is a legitimate and vital topic for first-hand investigation. Its end and aim is purposeful citizenship through regnant character.

The school has an important function to perform, if ours is to continue a government of the people. A person is as his ideals are. So a nation. Children who leave school without worthy ideals of life, and without the real significance of a community of interests wrought into the very nerve and fiber of their beings, have been defrauded, and the school has failed to perform its most vital function.

Social science must foster the patriotism that germinates in the home, causing it to move out in ever-widening circles through the community, the city, the state, the nation, until there dawns a consciousness of world-citizenship in which the interests of one are the interests of all and the dream of Tennyson has indeed been realized:

Then the war-drum throb'd no longer, and the battle-flags were furl'd
In the Parliament of man, the Federation of the world.

Let our aim and purpose be to plant a seed that may bud and blossom in a consciousness of the fact that we are the heirs of all that which the ages have accomplished through blood and toil, through heroic struggle and noble self-sacrifice. Therefore we are responsible, not alone for its preservation, but also for the contributing of our mite to the realization of the ideal toward which humanity has all the while been tending.

Other futures stir the world's great heart,
The West now enters on the heritage
Won from the tomb of mighty ancestors,
The seeds, the gold, the gems, the silent harps
That lay deep buried with the memories of old renown.

GENERAL SUGGESTIONS

The justification of a public-school system lies not in the material success of the individual *per se*, his ability to make con-

ditions better for himself; but it does lie in the gain to the state in terms of citizenship. The interests of the state and the individual are one just so far as his individual advancement means greater efficiency in terms of service, positive, dynamic.

The counting-chamber and the business office have dominated the schools too long. The first essential is a citizen fit to live; the second, his manner of making a living. It is no longer the problem of the survival of the fittest, but rather the problem of making fit to survive.

The N. E. A. regrets the revival in some quarters of the idea that the common school is a place for teaching nothing but reading, spelling, writing, and ciphering, and takes this occasion to declare that the ultimate object of popular education is to teach the children how to live righteously, healthily, and happily, and to accomplish this it is essential that every school inculcate the love of truth, justice, purity, and beauty.—Declaration of principles, N. E. A., 1905.

The children should early be imbued with the idea that it is their *privilege* to attend school, not an unquestionable, inalienable *right*; that the schools belong to the parents in the sense of the group, the state, but that no individual parent has any exclusive jurisdiction.

The aim and purpose should be: first, to secure a worthy citizenship of the room, the school, the neighborhood, with an intelligent, constructive appreciation of property rights and group-interests. Children who are not in the process of becoming good citizens here and now; who do not feel their mutual rights and responsibilities; in a word, who are not good citizens of the home, the school, the neighborhood, will scarcely reach the ideal citizenship which the state—the group—has a right to expect.

The school property of the United States is valued at \$500,000,000; the income for school purposes, at \$220,000,000 annually; the teachers of the United States number 500,000; the children, between the ages of five and eighteen, who attend school, more than 20,000,000. These schools are built, this money is expended, these children are accommodated by those who now constitute the state, in order that the accumulated wealth of the race, material and spiritual, may be preserved and the ideals of the race finally realized.

SPECIFIC STUDY

ALL GRADES IN TERMS OF AGE AND EXPERIENCE OF THE CHILDREN.

Estimate the value of school grounds, school buildings, equipment, cost of maintenance, etc. Who pays for all this? What do they receive for their money? Why a willingness to pay?

The aim and purpose of school organization. What we do *to help—to hinder*—the process. What should be expected of us.

Our obligations in terms of—

The lunch problem.

The waste-material problem.

The rainy-day problem.

The snow problem.

Our rights and the rights of others. Is there any conflict?

Consider the janitor service. The need for. What is he doing for us. How he is *helped—hindered*—in his work.

Consider the significance of forming in line, of marching, of forming in groups, of group-movements, etc.

In group or class-work, whose time can be squandered? If a group is hindered by an individual, by what right does he retain membership in the group?

Consider the function of teacher and pupil in the school process. The teacher can merely make conditions for growth. The child determines the growth.

Sum up in terms of individual privilege, opportunity, and *responsibility*.

PRIMARY GRADES

A study of individuals typifying a class in the social organization.

In making a study of the individual in terms of service, the teacher should keep in the foreground of the child's consciousness the fact that, while all human beings require food, clothing, and shelter, the differentiation of labor, in terms of these becomes justifiable only when by such means these problems can be solved more effectively and economically for all concerned.

KINDERGARTEN

GENESIS OF THE SOCIAL CONSCIOUSNESS

The socializing process in the kindergarten must begin with the dawning consciousness of the limits placed upon individual

thought and movement through the rights and movements of others. This should be much more pronounced and definite than are any of the legitimate restrictions of the home.

In the games, plays, and group-work the idea of *service* through leadership, and of *being served* through the leader, is also brought to consciousness forcibly. The individual contributes to the social group through his promptness, initiative, and creative effort, and his interests are furthered through the promptness, initiative, and creative efforts of his little neighbors.

Another social factor of much significance is the direction of the energy of the kindergarten children, even through play, toward some definite, tangible end that is in itself worth while. In this manner the children become conscious of value, *pleasure*, in the doing and of value, *worth*, in the deed.

In a larger and more definite sense, the home may be made a topic for special study from the social, the group, standpoint. The factors of the home—father, mother, etc.,—and the activities of the home from the standpoint of service, may be so studied as to lead up to the general idea of a community of interests and of mutual rights and obligations.

This patriotism of the home, loyalty through service, is a fit foundation for the more pervasive patriotism, the more extended service of maturity.

FIRST GRADE

The Carpenter.—What does the carpenter do? What does he do it with? Whom does he do it for? What are his needs? Does his labor as a carpenter produce food, clothing, shelter? How can he produce all of these for himself? What effect will his so doing have upon his efficiency as a carpenter? In what other manner can he obtain food, clothing? What does he give us? What do we give him? What do we get? What do we give?

The dressmaker.—What does the dressmaker do? What does she do it with? Whom does she do it for? What does she need? What does she produce in terms of her needs? How are her other needs satisfied? What does she give? What do we give? What does she receive? What do we receive? How does she make our work easier? How do we

make her work easier? What does she do for us besides making our work easier?

The blacksmith.—Who have seen a blacksmith? Where does he work? What does he do? How does he do it? What does he do it with? Whom does he do it for? What does he do it for? What does he produce for himself? What are his needs? How are they satisfied? What do we receive from him? What do we give him? How are we helped by his work? How could we get along without him? How would it affect us?

The postman.—Consider: what he does; how he does it; whom he does it for; how his needs are satisfied; what his work does for us; how we could do it for ourselves; the inconvenience in time, energy, and money; the significance of his uniform, etc.

The milkman.—Consider his work; what he does; how he does it; whom he does it for; how he serves us; where he gets the milk; how it is kept clean and wholesome; how we could get along without him; the inconvenience, expense, etc.; how his needs are satisfied; how he helps us; how we help him; etc.

SECOND GRADE

The farmer.—Where does the farmer work? What does he do? What does he do it with? Where does he get his tools? Who helps him? How does he help the carpenter? the blacksmith? the milkman? Can he get along without them? Can they get along without him? What would be the effect? How do we affect the farmer? How does he affect us? Can he get along without us? Can we get along without him? What would be the effect? What is our gain through the farmer?

The storekeeper.—Where does he work? What does he do? Name all the things we get from him. Where does he get them? Who helps him? How does he help them? How does he help the carpenter, the blacksmith, the milkman, the farmer? How does he help us? How do we help him? How could we get along without him? How would it affect us? What does he gain through us? What do we gain through him?

The bricklayer.—What does he do? Why does he do it? How does he do it? Whom does he do it for? What does he need?

What does he produce for himself? How are his other needs satisfied? Who satisfies them? Whom does he help? How? Who helps him? How? Why is he so necessary in Salt Lake City? Why is Salt Lake City essentially a city of bricks? What does the bricklayer gain through us? What do we gain through him?

The policeman.—What does he do? Where does he do his work? What is he for? How does he help strangers, the sick, the lost, the destitute? How does he help in crowded places? How does he help at fires? How does he help to protect health? In what other ways does he protect and serve us? How do we serve him? Why does he wear a uniform? A star? Who selects the policeman? What sort of a man do we want for a policeman? How can we help him? What do we gain by having him?

The doctor.—What is he for? What does he do for us? When do we use him? Why? How does he prevent disease from spreading? What does he do to warn others from disease? Why does he report? Why are the cards put up? What has the doctor to do with their removal? When a contagious disease has been in a house, how does he make it safe to live in? How does he prevent the spread of small-pox? How does he help a school? What does he need? What do we do for him? Who helps him to live and do his work? What do we gain through him?

THIRD GRADE

The baker.—Consider: where he does his work; what he does it with; where the materials come from; how they are produced, and by whom; what he does with them; whom he does it for; what his needs are; what needs are satisfied by his work; how other needs are satisfied; whom he is helping, and how; who are helping him, and how; how he helps us; how we help him; our gain through him.

The conductor.—Consider: who he is and what he is for; how he assists us in getting on or off the cars, finding seats, stopping the car at the right place, keeping people from getting off while car is in motion, etc.; what his needs are; how they are satisfied; his hours of labor; significance of uniform; the

kind of man the conductor should be; how we help him in his work; how he helps us.

The motorman.—Consider: his work; how he does it; his hours of labor; how he protects life; his eyes; his habits; his uniform; the kind of man he should be; his service to us; our attitude toward him; how we serve him.

The engineer.—Consider: where his work is done; how it is done; the danger involved; the vigilance required; significance of switch-lights and signals; his eyes; his habits; his hours of service; what we do for him; what he does for us; the kind of man he should be; our gain through him.

The sailor.—Consider: what his work is; how he does it; where he does it; the dangers involved; the kind of man he should be; what he has an opportunity to see and to learn; how we are affected by his work; what his needs are; how they are satisfied; what boys are most apt to become sailors, and why; how the sailor's life benefits us; etc.

The lighthouse keeper.—Consider: location of lighthouses; why so located; purpose of the lighthouse; kinds of lights; how produced; how sailors are warned by the lights; the duties of the keeper; the dangers of; the importance of his work; his loneliness; privations; vigilance; the service he renders, and its importance in terms of human life; the kind of man he must be; etc. Make a specific study of some particular lighthouse and its significance.

FOURTH GRADE

The principal.—Consider: selection of teachers and books; arranging course of study; programming studies, noting progress of pupils and advancing them in their school-work; care of school property; of individual and school rights; health and safety of pupils; proper janitor service, etc; service to the social group.

The teacher.—Consider: what she is for; how she does her work; the preparation she has made; who benefits by what she does; how she is helped—hindered—in her work; whose loss when she is hindered; how hindrance can be avoided; what she has a right to expect; her service to the school group; to the social group.

The janitor.—What does he do? Why does he do it? Why is his work important? What results if his work is neglected? How it may affect us? How is he helped—hindered—in his work? What should be our attitude toward him? Why? What are his needs? How are they satisfied? He exchanges his labor for what? We satisfy his needs for what? What does he gain? What do we gain? Can we get along without him? How would our so doing affect our school work?

The pupil.—What is he here for? By what right? Who makes the privilege possible? What does he give in return? How are those who pay the expenses benefited? Who furnishes the pupil with conditions for his growth? What should be the attitude of pupil toward school property? Why? Toward school books? Toward his own books? Why? How is he helped to make wise use of books and materials? How is the teacher helped—hindered—in doing this? When the teacher's time is taken up with nonessentials, how is the pupil affected? What has a pupil a right to expect from the teacher? What has she a right to expect from him? What factors make a school? What conditions determine growth?

Pioneer life in Salt Lake City.—Consider: choice of location; allotment of land; problem of shelter—material, construction, co-operative effort, effect of co-operation; problem of food—allotment of food brought with pioneers, raising food, tilling soil, planting and care of, harvesting; flocks, how secured, how cared for, how made to contribute to the welfare of all; community effort in terms of food supply; clothing problem—sheep and wool industry, domestic manufacture, co-operative effort, difficulties involved in securing necessities, effect on industry, on character; irrigation problem—necessity for, irrigation ditches, care of; water master, his service, his compensation, necessity for; method of exchange—its cumbersomeness, dissatisfaction with; discovery of gold and silver; coining money and issuing script as a measurer of values; water problem for homes—how solved; problem of protection—Indians and wild animals—the protecting wall; fire problem—bucket brigade, etc.; amusements and recreations; differentiation of labor—cause and effect; city organization—special systems, means and purpose, growth toward modern city.

GRAMMAR GRADES

In the upper grades the differentiation of labor in terms of group-needs will differ from individual study of lower grades merely in terms of complexity. The spirit that moves, shapes, controls, must be the vital force; not the cold, dead machinery of the social process. The motive is to make a study of social groups functioning themselves in terms of effective public service as a basis for intelligent tax-paying, tax-spending, and a proper understanding of the dignity and responsibility of casting a ballot.

The pupils should be led to see, in the quality of the service, the duties of citizenship in terms of taxpayer, voter, and office-holder.

The psychological value of the study will lie in the formation of habits of perceiving clearly, imaging rationally, remembering accurately, judging wisely, reasoning logically; through which changes will be wrought in the fiber and structure of the brain itself. The matter and method will render children strong or weak; self-reliant or dependent; dynamic factors or passive recipients. We must bear in mind the fact that a broad generalization is reached through a series of painstaking investigations, not by a flippant deduction. It is the end of a series determined by reason, not the beginning, the result of a guess.

This course provides definite lines of investigation, local and individual to the child, but of world-wide sweep to the teacher.

FIFTH GRADE

Police department.—Organization of; officers, how chosen; compensation; qualifications; why so officered; qualification of policemen; how chosen; compensation; daily hours of service; days per week.

Function of department in terms of the social group: (a) suppress lawlessness; arrest disturbers of the peace; protect property; protect life; note suspicious characters; assist other cities in suppressing evil-doers; (b) guard street crossings; railway crossings; stations; direct strangers; visit sick and destitute; report and relieve; care for sick and injured on public thorough-

fares; note condition of teams and attitude of teamsters; seek lost children or others; report unsanitary conditions and contagious diseases; note condition of streets in terms of safety; assist in guarding life and property at fires; etc.

Significance of uniform and star; of club and gun; secret service men; how helped; how hindered; attitude of mind toward this department as it is; as it ought to be.

The gain to the social group through this department.

Suggestions: Visit police stations, witness drill, and gather all available data at first hand. If possible, have a discussion with the chief of police.

The attitude of mind through this study should be that the policeman is merely an expression of public will, not an enforcer of arbitrary rules. Therefore he is entitled to unqualified approval and support.

Fire department.—Organization of; officers and fire-men; qualifications; how chosen; compensation; significance of organization. Compare and contrast with the police department in terms of qualifications, salaries, daily hours of service, manner of choosing, duties, dangers, service, etc.

Visit fire stations; note organization; drill; make a detailed study of apparatus used; study alarm systems and means of locating fires; number of fire stations and location of.

Consider power to destroy property in case of fire, and on whom conferred; why fire limits and fire districts are established; why buildings must conform to fire ordinances; etc.

Emphasize efficiency of service through differentiated fire-group; contrast with bucket brigades.

Consider fire insurance; the relation of rate and amount to effective service; significance of.

Plat of city locating fire districts and engine-houses.

Consider the gain to the social group through this department.

SIXTH GRADE

Health department.—Officers of; how chosen; salaries; duties; qualifications; health, or sanitary, districts; justification of; inspectors, purpose and duties; quarantine, purpose of; conta-

gious-disease cards, purpose of; birth reports, burial permits, purpose of; means to prevent spread of contagious diseases; regulation of sewage, plumbing, garbage; relation to city prisoners; city poor; public vaccination; why jurisdiction beyond city limits; why reports of contagious diseases; why order buildings disinfected; why condemn buildings, etc.; relation to water supply.

Importance of this department.

Gain, through efficiency, to social group. How helped, hindered, by public attitude toward this department.

Garbage system.—Officers of; how chosen; compensation; duties; garbage districts, location and purpose of; receptacles for garbage; how collected and disposed of; frequency of collection; laws regarding collecting and disposing of garbage; justification of.

Consider: garbage and irrigation ditches; penalties for corrupting waters of irrigation ditches; justification of; laws governing private burning of refuse; justification of; condition of back-yards, alleys; etc.

Gain to social group through this department.

Contrast with health and garbage systems in other cities.

Children should know their own garbage districts, and ought to know the quality of service (*a*) contracted for, (*b*) rendered.

Water system.—The water problem of a large city is literally "a fight for life."

Members of water department; how chosen; compensation; function and duties; why a water system instead of private wells; why public instead of private ownership and control; location of head-waters; how determined; how secured; how controlled; meaning of "water rights;" relation of Liberty Park wells to head-waters.

Means employed to keep water pure; how enforced; how water is brought to the city; the homes; cost of; who pays; location of reservoirs; problem of getting water to upper stories of business blocks. Make a detailed study of the siphon, and apply principle to water system and artesian wells.

Consider special water tax, how adjusted; sprinkling lawns and streets; regulation of irrigation flow; relation of snowfall to water supply.

Suggestions: excursions to head-waters, reservoirs, water office, etc., for data. Consult city engineer; consult city chemist for tests and means taken to preserve the purity of the water supply.

Consider the interrelations of health, garbage, and water systems.

Consider how the social group functions itself through this department, and the social gain through effective service.

SEVENTH GRADE

In this grade the study should become more intensive and extensive in an historical and social sense.

I. Study individual family severing connections with social group, temporarily, and moving into the wilderness. Make a detailed study of problems that arise and of the attempts to solve them.

Consider physical features of new home; climate; plant and animal life; soil; water; rainfall.

Consider equipment in terms of goods; personality; individual and race experience.

Problem of shelter.—Consider site; materials; labor; furniture; barns; roads; protection; defense.

Problem of food.—Consider cultivation of the soil; care of the flocks; division of labor; marketing surplus and contact with the outside world.

Problem of clothing.—Consider raw materials for domestic manufacture; processes of; labor involved; community of interests.

Consider also education of children; religious training; growth of settlement; highway for travel; village problem. (Adapted from Small and Vincent.)

II. Consider primitive mode of city life; lack of organization; no real differentiation of labor; lack of economy and progress in terms of effective service; lack of civic virtue in a large sense; prevalence of plagues; famines; pestilences.

Illustrations: the Black Death; the London Plague; New Orleans and yellow fever, past and present; Havana before the Spanish-American War; Colonel Waring and his white-robed

angels. Port Arthur and the cholera in the late Russo-Japanese War; and others of historical significance that emphasize the point.

III. Modern society contrasted with primitive conditions; social and industrial reasons for the change. Advantage of people serving themselves through differentiated branches of *public service* instead of through a collective service. Disadvantage: the people lose sight of the *functioning process*, hence a corrupt service.

Consider the meaning of one-man power in a democracy: Folk in Missouri; La Follette in Wisconsin; Weaver in Philadelphia; Jerome in New York.

IV. Study of Salt Lake City. The city should be thought of as a social group with specialized functions—we, the people, protecting ourselves through taxes which return to us in terms of public service.

Consider the machinery of the social group, or the mode of organizing different departments with special functions.

Study the city as the social unit within which the special groups find place and meaning. Study it as organizing itself through legislative, executive, and judicial branches.

The *why* of the organizing process should be kept vividly in the foreground at all stages of the development of the subject.

Consider the organization of the city into municipal wards, and the manner in which each ward functions itself in terms of city government; how the ward is represented in the city council; how councilmen are chosen; term of office; duties; salary; function; why represented by wards instead of by city as a whole? why not two branches, by city and by ward? Function of council as a whole; why not initiative and referendum? What gain to the social group through functioning itself through the city council?

Consider the chief executive; how chosen; when; term of office; salary; why greater than councilman's; duties in general; executive, legislative, appointive power; relation of mayor to the city council; significance of office.

Consider judicial branch in similar manner.

Consider interrelations of various departments and the gain of the social group through them.

Taxes.—Consider: how funds for supporting the different departments are secured; justification of; why tax all? Apportionment of taxes; collection of taxes; who should see that the taxes are properly expended and why? In the study of taxation the children should see again through form to content; should see that the taxpayer, through taxes, merely hires someone to look after his share of interest in the general welfare; should see that his responsibility as a member of the social group does not end with the payment of taxes, but that it is also his duty to see that the same are wisely, effectively, and economically expended. In short, through the study the children should lay a foundation for intelligent tax-paying and tax-spending.

EIGHTH GRADE

Paving.—Consider: kinds of material—*asphalt*, *macadam*, brick, blocks, etc.; what governs choice; residence districts; business districts; compare with other cities; relative cost; durability; access to material; water vs. oil for street-dressing; cost, durability, sanitary effect, etc.

Consider the significance of the “good roads” movement. Consider the “road” movement from the standpoint of history. Contrast Greece and Rome in terms of roads, and their effect on national life. Significance of, “All roads lead to Rome.”

Consider the municipal-ownership movement, its purpose and significance. Study effects of, in London, Glasgow, Birmingham.

Consider government control of public utilities. (The children of the eighth grade won't settle this question, but, as many do not go beyond this grade, they should have an intelligent appreciation of its significance.)

County organization.—Consider: genesis of; legislative, executive, judicial departments; officers of; how chosen; compensation; duties; public service rendered; social gain through county organization.

State organization.—Consider: officers in various departments; how chosen; term of office; compensation; duties; ser-

vice rendered; social gain; relation of city and county to; relation of state to nation.

Industrial development.—Consider the industrial development from the adoption of the Constitution of the United States to the present day. Trace development through home and factory from local area to world-markets. Consider: our present supremacy; coal and iron as factors; probable effect of Panama Canal; competitive forces; world-service vs. individual gain.

Army and navy.—Consider: organization of; cost; function; non-productiveness of; necessity for. Contrast with England, France, Germany. Cost of war in men and money.

TEACHERS' READING COURSE ALONG SOCIOLOGICAL LINES

Nash, *Genesis of the Social Conscience*; Henderson, *Social Spirit in America*, and *Social Elements*; Small and Vincent, *Introduction to the Study of Society*; Small, *General Sociology*; Giddings, *Principles of Sociology*; Horne, *Philosophy of Education*; Thurston, *Economics and Industrial History*; Gibbins, *Industry in England*; McVey, *Modern Industrialism*; Arnold, *Culture and Anarchy*, and *Essays on Democracy*; Ruskin, *Crown of Wild Olive*, and *Open Sesame*; Emerson, *The American Scholar*.

FICTION DEALING WITH SOCIAL PROBLEMS

Dickens, *Hard Times*; Reade, *Put Yourself in His Place*; Kingsley, *Alton Locke* and *Yeast*; Eliot, *Felix Holt*; Hugo, *Les Misérables* and *Toilers of the Sea*; Mrs. Humphrey Ward, *Marcella*; Besant, *All Sorts and Conditions of Men*; Allen, *The Reign of Law*; Elizabeth Stuart Phelps Ward, *The Singular Life*.

Typical poems, articulating the cry of the social spirit, may be found worthy of study, such as:

Elizabeth Barrett Browning, "The Cry of the Children;" Tennyson, "Rizpah," "Despair," and "Locksley Hall Sixty Years After;" Whittier, "Massachusetts to Virginia;" Lowell, "The Present Crisis;" Lanier, "The Symphony;" Whitman, "Song of the Open Road;" Markham, "The Man with the Hoe," "The Toilers," and "Brotherhood."

BIOGRAPHIES FOR CHILDREN IN GRADES

John Howard, Elizabeth Frye, Florence Nightingale, Peter Cooper, Frances E. Willard, George Waring, Governor Folk, Governor La Follette, William Travers Jerome, Mayor Weaver.

The author acknowledges his indebtedness to Mr. Henry W. Thurston for insight into, and interest and inspiration in, this phase of school work